

Reports To: Principal/ Deputy Principal/SENDCo

Why	<p>Job Summary</p> <ul style="list-style-type: none"> Undertaking work/care/support programmes which ensure full access to learning opportunities and to assist the Teacher and Learning Mentor in the management of pupils in the classroom. 	
What	<p>Main Responsibilities</p> <ul style="list-style-type: none"> Take responsibility for a class in the absence of a teacher including unplanned absence and/or planned absence due to the allocation of PPA time <ul style="list-style-type: none"> Liaise with Teachers/Senior Leaders, when covering for unplanned absence to understand what the pre-prepared exercise for the class will be and what resources may be given to pupils to facilitate learning. Plan lessons in line with schemes of work when timetable to deliver cover for PPA time. Manage the behaviour of pupils to ensure a constructive environment and the maintenance of resources, by using a range of strategies to deal with classroom behaviour as a whole and also with individual behavioural needs. Supervise activities of individuals or groups of pupils wherever these are planned to take place around the Academy. Promote the development and learning of pupils (physical, emotional, educational and social) taking into account their speech, language, communication and social needs. Foster growth of self-esteem and independence, observe and record development. Assist with the planning and preparation of resources and activities in line with curriculum and local and national initiatives, e.g. literacy and numeracy. Assist pupils in the use of all classroom resources to ensure full participation. Assist pupils with a variety of personal self-help skills that are part of every day school experience and reporting progress or difficulties. Be familiar with all relevant statements of special educational needs specific to individual pupils. Establish and maintain consistent and positive relationships with pupils and interacting with them according to individual needs. Work with planned interventions/strategies from outside agencies where necessary according to the needs of specific pupils. Plan and deliver personalised learning plans taking into account individual needs and track the pupil's progress. Support pupils' needs during off-site visits under the direction of the Teacher. Act in accordance with Trust policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management. Ensure the health and safety of all pupils at all times. Report any pupil problems to the Class Teacher(s). Any other responsibilities deemed appropriate to the level of the post. 	
How	<p><u>Competencies</u></p>	<p><u>Personal Attributes</u> (level expected when job is conducted to the required standard)</p>
	<p>Framework <i>Seeking to establish the framework and guiding principles; making a positive contribution to the ethos of the Trust.</i></p>	<p>Supports others to apply the Trust's ethos</p> <p>Know how to recognise potential child abuse or neglect and follow safeguarding procedures</p> <p>Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support</p> <p>Motivates others to take responsibility for their own Health & Safety</p> <p>Efficient and methodical, monitors and attends to detail; checks for errors</p>
	<p>Development <i>Monitoring, coaching, guiding and supporting teams and individuals setting examples of desired behaviours.</i></p>	<p>Undertake appropriate professional development to secure progress in your career</p> <p>Embedding practice ensures highly effective professional contribution across the academy</p> <p>Give and receive effective feedback and act to improve personal performance</p>

	Leading <i>Providing direction to ensure that the resources are available to achieve results in the most effective way.</i>	Encourages openness and honesty	
		Understands the impact and implications of projects/activities on own or others areas of the organisation	
		Fosters positive and productive relationships across the team in order to deliver	
	Knowledge and Understanding <i>Have sufficient knowledge/skills to support pupils in achieving their maximum potential.</i>	Shares good practice among colleagues.	
		Secure knowledge and understanding of the subject and relevant curriculum area to address misunderstandings and stretch more able learners.	
		Identifies adapts and delivers support to pupils of varying abilities, applying specialist knowledge as needed.	
	Teaching and Learning <i>Ensure the best possible outcomes for all pupils.</i>	Uses own initiative, adopting strategies to support engagement and attainment.	
		Encourages learning for both those with special needs and those working at a high level. Actively involved in extracurricular activities.	
		Develops strategies to ensure the highest standards of behaviour. Uses praise, sanctions and rewards fairly and consistently.	
		Monitors, records and reports pupil progress in liaison with the Class Teacher.	
		Promotes and creates the environment for pupils to learn and enhance their intellectual curiosity. Creates the environment for pupils to learn and build upon	
		Works with teachers to suggest, prepare and manage resources. Creates lessons and that are stimulating and are delivered in a safe environment.	
	Working with Others <i>Work effectively with other professionals, parents, carers and outside agencies as well as with pupils themselves.</i>	Works in partnership with and communicates effectively with parents/carers and external agencies.	
Drafts reports and ensures all relevant staff, parents/carers and external agencies are kept informed of progress.			
Works collaboratively with others to make informed decisions for the benefit of pupils.			
Context	Interfaces	Internal/External	Seek opportunities to collaborate with other professionals beyond the Academies and across the Trust.
		English Language Fluency	An ability to converse at ease with all customers and provide accurate advice in order to fulfill all spoken aspects of the role through the medium of spoken English.
		Financial impact/budget	Ensure resources are affordable and available to achieve improvement plans and stated strategic objectives.
	Scope	People (directly/indirectly manage)	Act as a role model, promoting consistently high expectations of behaviour in a professional and courteous manner.
		Travel	You will be required to travel to academies as necessary.
	Education, Qualifications and Experience (EQE)	Essential: You must be educated up to GCSE level in both English and mathematics, and have at least a Level 2 Teaching Assistant Qualification or equivalent expertise and experience. Experience of working with young people and children, including those with Special Educational Needs (SEN) Knowledge & understanding of the National Curriculum Desirable: Knowledge of and an ability to draw information from a wide range of services for support, information, opportunities and guidance	
	Safeguarding	All adults employed by the Trust are responsible for safeguarding and promoting the welfare of children they are responsible for or come into contact with. As such, all employees will undergo relevant background checks, including a Disclosure and Barring Service (DBS) Enhanced check with Barred List Check, in order to satisfy our statutory obligations.	
	Data Protection	All adults employed by the Trust have a responsibility for data protection and have a duty to observe and follow the principles of the GDPR Regulations.	

Whilst every endeavor has been made to outline all the duties and responsibilities of the post, this document does not specify every item in detail. Where broad headings have been used, all associated duties are naturally included in the job description.